DOCUMENT RESUME

ED 126 401 95 CG 010 690

AUTHOR Hughes, Sean; And Others
TITLE Simulation Exercises to Train Group Leaders: A Leaders Manual. Pupil Personnel Services: Training Professionals to Anticipate the Challenges of the Future.
INSTITUTION Pittsburgh Univ., Pa. Dept. of Counselor Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jan 76
GRANT OEG-070-2021-(725)
NOTE 23p.; For related documents, see CG 010 685 - 692

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Affective Objectives; Group Dynamics; Groups; Instructional Aids; Leader Participation; *Leadership Responsibility; *Leadership Training; Manuals; *Participation; Personal Growth; Pupil Personnel Workers; *Role Playing; *Simulation; Simulators; *Training

ABSTRACT

The purpose of this leader's manual is to provide teachers of group leadership with background information or, procedures and various uses for simulation videotapes and subsequent class discussions. The primary intention of the simulations and discussion is to aid students or group leadership in becoming more aware of the affect generated in them as a consequence of being involved in the member/leader relationship in personal growth groups. An address is provided to which those seeking more information on the video taped simulations may write. An extensive list of additional references is also included. (Author/KRP)

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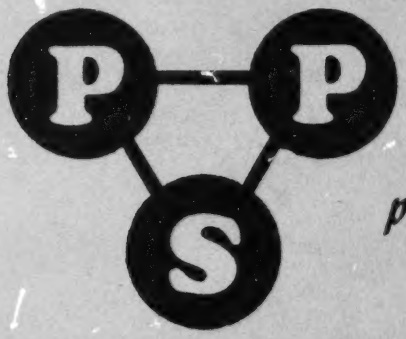

pupil personnel services

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SIMULATION EXERCISES TO TRAIN GROUP LEADERS: A LEADERS MANUAL

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ED 090 680

A dissemination package
prepared by:

Department of Counselor Education
University of Pittsburgh

produced under grant
Continuation of Northeastern EPDA/PPS
Center/Satellite Project
Award Number: OGG-070-2021 (725)

January, 1976

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About the Authors

Sean Hughes is an Assistant Professor of Education and Coordinator of the Principalship Program at the University of Pittsburgh. He received his Ph.D. at Northwestern University.

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Preface

In July, 1974, the University of Pittsburgh, Department of Counselor Education, received a grant from the United States Office of Education. The purpose of the grant was to disseminate the major structures and processes identified and developed during a previous three year project, conducted in the Department of Counselor Education. The training of Group Leaders was appropriate to these goals.

Many believe that Group Leaders are the most crucial variables in any group, and in fact, the relationship between the leader and the group members is what constitutes the essence of a group. (Gibb, 1964; Grotjohn, 1972; Farer, 1969; Redlich and Astrochen, 1969; Stein, 1963; Whitaker and Lieberman, 1964; Gottschalk, 1966; Mullan, 1955; Slater, 1966; Mills, 1964; Lungren, 1971; and Bennis and Shepart, 1956.)

Unfortunately, however, little has been done to explicate programs appropriate for training Group Leaders, even though both theory and research studies have shown Group Leaders very often respond inappropriately to the process. (Slovson, 1953; Lakin, 1972; Beuktenkomp and Berger, 1958; Mullan, 1955; Gibb and Gibb, 1969; Saretsky, 1972; Jones et al., 1971; O'Day, 1974; Mann, 1966; Powdermaker and Frank, 1953; Tannenbaum, Wechsler, and Massarik, 1961; Stater, 1966; Mills, 1964.)

Consequently, simulations via video tape were developed to help train Group Leaders. The video tapes are not meant to be a panacea for training but could be used as an introduction to Group Leadership or used in conjunction with other methodologies such as Supervision of Group Leadership, or used as an in-service training sequence.

For further information on the Video Taped Simulation Exercises contact the Department of Counselor Education, University of Pittsburgh, Pittsburgh, Pennsylvania 15260.

Introduction

The simulations are intended to be lead by a person thoroughly familiar with the theory and practice of the supervision of group leaders. This would probably be a person with a doctorate in Counseling, Psychology, or Social Work.

The leader should thoroughly acquaint himself with the Leader's Manual and the video tapes before using these materials and sensitize himself to any areas where interpretation of the materials may be necessary.

The simulations are video tapes of a personal growth group. Each vignette is an exemplification of specific issues found to be manifested consistently in groups. There are ten different vignettes. There is no leader shown as participants are to imagine they are in fact leading the group. Specific instructions for conducting the dialogue after each simulation are found in the body of the manual.

LEADER'S MANUAL

The purpose of this leader's manual is to provide teachers of group leadership with background information on, procedure for, and various uses for the accompanying simulation materials and subsequent class discussion.

I. Objective

The primary intention of the simulations and subsequent class discussion is to aid students of group leadership in becoming more aware of the affect generated in them as a consequence of being involved in the member/leader relationship in personal growth groups.

While many theorists consider the member/leader relationship to be the core of personal growth groups, most literature on this subject stresses the affect of the group members, not that of the leader of the group.

The accompanying video tapes along with class discussion will aid in moving students from an affective to a cognitive awareness of the leader's involvement in the member/leader relationship. Since the movement is from the experiential to the cognitive, the theorizing about what is happening in the group shown on the video tape would be most appropriate at the end of the class discussion after students have gathered information about themselves as group leaders in a particular situation.

The class discussion would proceed from inside the student leader outside. Attention would be drawn first to how s/he feels inside when s/he assumes the role of leader of the group depicted in the video tape. The attention then would move to how s/he typically behaves when feeling that way. Next, the focus would be expanded to the group depicted in the video tape to consider the consequences of possible leader behavior, and finally, attention would be placed on what has been occurring in the group as it relates to groups in general.

II. Time

The introduction by the teacher, the viewing of a simulation and the class discussion should require approximately two hours.

III. Size

The kind of experience generated by the viewing of the simulation and the class discussion would be appropriate for a group of between eight and fifteen students.

IV. Numbering

The numbers given each simulation can serve as identification numbers; they also designate the footage on the video tape reel.

V. Procedure

A. The showing of the simulation video tape would follow these steps:

1. Students are told that they are about to study issues or an issue involved in their relationship with the members of a group. Focus will be on the affect generated in them while they are, vicariously, through the use of the video tape, involved in that relationship.

2. Before viewing the film, students are asked to assume the position of leader of the group they are about to see.

3. Students are then introduced to the situation simulated in the group. The information given in the section titled "For the Students" describes what the students should be told beforehand. They should not be told of the issue simulated.

4. Students view the simulation.

B. The conducting of the class discussion after viewing the simulation would follow from these questions:

1. As leader of the group, how did you feel? (The teacher might encourage students to be aware of and to respond to the mood of the group. Related questions might be: How is the group being? What does that do to you emotionally as leader?)

2. How might you behave in that situation? (This question should be asked after members have determined their emotional response so that the question becomes: When you feel that way, what do you generally do? It might be helpful to ask students to get in touch with

similar interpersonal situations in which they have experienced that particular emotion so that they can better identify how they might behave.)

Questions 3, 4, and 5 move toward a cognitive learning process.

3. What might be the consequences of your behavior in the group?

4. What are some alternative behaviors? (In considering questions #3 and #4, responses might be grouped into three categories: Would you, as leader, be supporting, reflecting, or confronting? What kind of affect might each category of response elicit?)

5. Finally, if it isn't explicit at this time, the teacher might ask students to define the predominate issues occurring in the group. (Here students are asked to focus on the cognitive by considering the ways groups relate to the leader and the total group process and the theoretical view of that behavior.)

VI. Introduction to the Simulations and Use

A. Simulation number 050: Dependency

This sequence occurs early in the group's development when members are unsure of their roles and that of the leader. The dependency of the group is demonstrated mainly in the questioning of the appropriateness of topics for discussion.

For the Students: Students should know that the sequence does occur early in the group's life and that the particular session begins as a member brings up an immediate disturbance which has just occurred between her and her child.

B. Simulation number 133: Hostility I

Here members of the group become frustrated by their dependency on the leader; their frustration leads to hostility among members as they question the purpose of the group and individual expectations.

For the Students: Students should be told that in the previous group session, one member attacks another member for dominating the group. The attacker has been consistently hostile throughout the group and in this session, he apologizes.

F. Simulation number 410: Sexuality I
The central event in this session is one member's revealing of his homosexuality.
For the Students: No background information is needed.

G. Simulation number 485: Sexuality II
The central event in this vignette is the exposing of sexual feelings toward the leader and between members.
For the Students: No background information is needed.

H. Simulation 546: Competence/Trust III
For the Students: Before viewing this simulation, students should be told that the group is shown here waiting for the leader to arrive. Students are to assume that when the leader does arrive, s/he will confronted with the feelings the members depict in the video tape.

I. Simulation number 584: Separation
Here the group demonstrates the typical sentimental feelings and denial which are associated with termination.
For the Students: No background information is needed.

VII. Variations

Aside from the purpose and procedure described above, these video tapes can be used for a variety of other purposes. While they do not need to be used sequentially, they could be used to follow the developmental pattern of groups. Since many theorists see the issues in the member/leader relationship emerging along developmental lines, a sequential pattern is possible. It would follow the use of the issues of dependency and competence/trust first followed by hostility and sexuality and ending with separation.

Using a developmental model, it would be possible to parallel the development of the group taking the course in group leadership with the development of the group in the video tape and finally to some general theories of group development. Aside from some back-stepping, the video taped group passes through a period first of questioning of purpose to a period of normative patterns in which individual sharing occurs, and finally, the group moves to a stage of denial and sadness as the group ends.

Other use of the video tapes can be made by using them individually rather than in a series. A video taped simulation might be used to highlight problem areas previously pinpointed by a class; or one might be used to respond to what is occurring in a particular class.

It is also possible for students to study particular members of the group on the video tape. For example, students might study the member who begins as a hostile participant and who eventually seeks acceptance in ways more acceptable to the group. Another member demonstrates the effects of a group member who dilutes all experiences. Students might be asked to identify with a member and follow that person through each simulation.

The video taped simulations can be used, then, in a series for a variety of purposes or individual simulations can be used for specific purposes.

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